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ABSTRACT

This monograph presents an overview of the employment situation in regard to women, describes trends occurring in women's career choices, and presents five hypotheses, with suggestions for accompanying activities, from which counselors may choose in counseling women for nontraditional careers. The five alternative hypotheses are as follows: (1) women need special remediation to overcome deficiencies such as math inability; (2) women need to be sold on the appropriateness of certain careers for a woman; (3) women need to learn how to accommodate their career and other adult roles; (4) women need to become assertive career pursuers; and/or (5) women must learn to deal with discriminatory barriers to their nontraditional career pursuit. An extensive resource list, divided into separate sections for easy reference, is also provided for readers who wish to explore beyond the information presented here. (Author)

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COUNSELING WOMEN FOR NONTRADITIONAL CAREERS

by

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FOREWORD

Every counselor needs a succinct, reliable, substantive source for updating knowledge in specific areas of interest. Available resources, however, seem to be either too short to do much more than create awareness of new developments, or too long to allow time for reading and digesting the contents. The CAPS Counselor Renewal Series is intended to fall somewhere between these two extremes--to provide highly focused publications on top-priority topics that require an hour or so to read but, we hope, have the capacity to stimulate many hours of reflection.

A typical Renewal provides a brief overview of the area, details trends and new developments, and provides specific procedures for utilizing the ideas and resources. Called "Renewals" for their role in updating counselor skills, they are equally useful in introducing counselors to areas in which they desire to develop new competencies.

The 1977 CAPS Counselor Renewal Series addresses four areas that counselors nation-wide have identified as being of interest and importance: assertiveness training, counseling for divorce, counseling women for non-traditional careers, and writing state plans to coordinate the delivery of guidance services. We list these in no particular order; the last, although the type of reader may differ, is as critical to counselors and their functioning as the first.

In the first monograph, two young CAPS staff members, Helen L. Mamarchev and Marian P. Jensen, both of whom exemplify assertiveness in its most positive sense, culled from the burgeoning literature on

assertion training the most informative and usable resources, annotated and classified them according to a standard set of criteria, and created what we think is an original and immensely useful Resource Chart. At a glance, readers can pinpoint material targeted toward their specific needs--needs that concern type of client, type of setting, type of content, film, book, pamphlet, or whatever. The manuscript itself is liberally sprinkled with examples that translate the principles of assertion into believable reality. The result, we believe, efficiently condenses a large, unwieldy number of resources into a readable, information-laden, succinct, and practical package that will excite the reader's interest and motivate further exploration in this challenging field.

Our survey scouts informed us that resources for teaching skills in marriage counseling appear to readily available to counselors but that material for counselors who wish to be of help to divorcing individuals is singularly absent. We weren't sure of the difference, but our own search of the literature corroborated the need; it also identified an author, Dr. Sheila Kessler, whose name is practically synonymous with divorce counseling. She taught us the difference. Her fine monograph presents a model for conducting divorce adjustment groups, with details about format, techniques, and preventive exercises for individuals experiencing the trauma of divorce. We have one caution for readers who wish to utilize the model. The profound emotionalism of the issue requires an extremely sensitive leader, and such groups should be organized only by persons who are highly trained in facilitative skills. With that out of

the way, let us say that for experienced facilitators, the model can be used as is or easily adapted to their unique requirements. For those who are less confident about their ability to conduct such groups, even just reading the monograph will heighten awareness of the problems experienced by divorcing individuals and clarify areas in which counselors may wish to build skills.

One day soon women firepersons and civil engineers won't cause us to blink an eye, but right now we are still trying to break down attitudinal and occupational barriers in ourselves and in the young women we counsel. Dr. Caryl K. Smith, Dr. Walter S. Smith, and Dr. Kala M. Stroup have developed a program to help us do just that, and we contracted with them to share it with us. The monograph that they prepared presents not one but five alternative approaches from which counselors may choose to encourage young women to enter nontraditional occupations. Zeroing in on one of these methods, or combining them in whatever way seems appropriate, will provide counselors with the theory, resources, and activities they require to respond to the needs of virtually any client group. The annotated resource list, classified for easy referral, is a real bonus that serves to extend the usefulness of an already highly practical publication.

The fourth Renewal had its seed in a national conference we conducted this year for state supervisors of guidance and other prominent guidance leaders. Dr. William J. Erpenbach, who had been working for some time on developing a State Plan for the State of Wisconsin, agreed to prepare a

manuscript that would clarify questions about Federal legislation and present guidelines for those of us who are or will be involved in developing organized plans for our own state. Much overlap and confusion now exist at the state level in the delivery of guidance services, and we herald this publication as one that is truly needed--especially since the enactment of Public Law 94-482, legislation that may have more potential for affecting the future of guidance than any law heretofore enacted. Whether you are directly involved in bringing order and cohesion to your state's coordination efforts or simply wish to become more knowledgeable about the big picture in guidance, we think you will find this monograph a rich source of useful information.

Great credit is due the authors for their work in preparing the monographs according to the broad specifications originally outlined by us, and later, to more detailed content and editorial suggestions. Others, however, contributed to the publications. We would like to thank Stephanie Gordon for creating the original illustrations for the monograph covers. And we wish to acknowledge the superior craftsmanship of Pat Wisner, our typist, who cared as much as we did that the final product be as perfect as possible.

The real worth of a publication can only be judged by outcomes afforded the user, not by its format, by its title, or by the care and effort expended in its creation. Reviewers and those who informally field-tested the Renewals have reacted very favorably to them, finding much of merit in what they have to offer. This response has made us optimistic that

those who read and use the monographs will profit in new insights, refurbished skills, and challenging ideas that excite experimentation. Renewal is a heady experience. We hope these Renewals will provide that for you.

Garry R. Walz and Libby Benjamin

ABOUT THE AUTHORS

Walter S. Smith, Assistant Professor of Education and former Associate Dean of Women; Caryl K. Smith, Associate Dean of Women and Director of the Emily Taylor Women's Resource and Career Center; and Kala M. Stroup, Dean of Women and Assistant Professor of Speech Communication, have worked jointly and individually through the University of Kansas to counsel high school, college, and older women in their career choices. All three have presented scholarly papers at national professional meetings and published in the women and careers area. Science Career Exploration for Women (W. Smith and Stroup), which is forthcoming from National Science Teachers Association, describes problems young women face in selecting nontraditional science careers. That book, which is one product of their ongoing research and program development concerning women and science careers, provides high school and college science teachers and counselors with extensive resources and techniques to encourage talented women into careers heretofore primarily limited to men.

C. K. Smith has been particularly active in the development and implementation of programs for college groups in career selection and other issues of interest to and about women. She has taught and conducted several workshops on sex role stereotyping in the schools; and she directed an immensely popular and successful community discussion forum throughout Kansas entitled "Men and Women: Evolving Roles in a Changing Kansas."

The authors' current projects include the development by W. Smith and Evelyn Swartz of teacher education materials for elementary teachers

to combat sexism. C. K. Smith and Julie Gordon are revising and publishing four career packets for college students in career selection, job seeking, and assertive interviewing. Stroup is currently investigating math avoidance among high ability college women.

ABOUT THIS MONOGRAPH

Although the work force includes increasing numbers of women and the average young American woman can look forward to approximately 25 years of paid employment, many careers are still considered to be nontraditional (and perhaps inappropriate) for women. This attitude is changing, however, as changes in work patterns allow women to pursue both career and family and current legislation prohibits discrimination in employment based on sex. Many special programs and resources are now available to encourage women to enter a great variety of careers.

This monograph presents an overview of the employment situation in regard to women, describes trends occurring in women's career choices, and presents five hypotheses, with suggestions for accompanying activities, from which counselors may choose in counseling women for nontraditional careers. The five alternative hypotheses are as follows: (1) women need special remediation to overcome deficiencies such as math inability; (2) women need to be sold on the appropriateness of certain careers for a woman; (3) women need to learn how to accommodate their career and other adult roles; (4) women need to become assertive career pursuers; and/or (5) women must learn to deal with discriminatory barriers to their nontraditional career pursuit. An extensive resource list, divided into separate sections for easy reference, is also provided for readers who wish to explore beyond the information presented here.

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COUNSELING WOMEN FOR NONTRADITIONAL CAREERS

by

Walter S. Smith
Caryl K. Smith
Kala M. Stroup

Someday the reference to a career as nontraditional for a woman will be as obsolete as gas-guzzling cars, uninsulated homes, or dime cups of coffee. Despite cries of reverse discrimination, difficulties over ERA passage, and appeals to return to "the good old days," the clear trend is for more women to work for a longer proportion of their lives in a paid occupation that spans the entire range of occupations. This year Janet Guthrie earned a place in the starting field of the Indianapolis 500 auto race, a symbol of the broad social upheavels of the 1970's. Regardless of our counseling posture or procedure, we must acknowledge and take into account the profound changes occurring in American family, business, education, religion, government, industry--indeed, all aspects of life vis-à-vis women and their proper roles in society. As we counsel women, and men, we must be aware of our stereotypes of proper sex roles, be knowledgeable of opportunities and trends in female employment, help clients come to grips with these changes, and encourage women to seize the opportunity to take charge of their own lives--to make real choices rather than to fit into pigeon holes.

All occupations, with the exception of a very few in which sex is a BFOQ (bona fide occupational qualification), are pursued by both women and

men. Thus, no occupation is strictly masculine or feminine, but some occupations are engaged in by such a large proportion of women or men that they become labeled in our minds as feminine or masculine. The feminine pronoun "she" has often been attached generically to secretary, nurse, and elementary teacher, even though these careers are pursued by men and women and the strictly grammatical generic pronoun has been "he." In the same sense, governor, judge, and engineer are referred to as "he," leading to confusion over whether "he" is masculine or generic.[1] The point is, however, from the perspective of the client or of ourselves, that a particular occupation may be labeled feminine or masculine and, thus, "nontraditional" for a person of the opposite sex. In this monograph, no attempt is made to categorize careers as traditional or nontraditional; the latter term is used to describe an occupation <u>seen from the perspective of the client</u> as nontraditional.

The purpose of this monograph is to underline the need for counseling efforts to encourage women to consider entering nontraditional careers, to trace recent developments in the pursuit of such careers by women, to describe alternative strategies of counseling intervention, and to provide an extensive list of resources for counseling women for nontraditional careers. Career counseling, in order to be effective, should not be

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[1]New generic pronouns like "te," "tes," and "tir" (Farrell, 1974) have been proposed, but many grammarians and authors have accepted "they," "them," "their" as third person singular pronouns to replace "he," "him," "his" when the referrent is of unknown sex. Already "they" is used in the common vernacular for the third person singular. There is historic precedent for such a move, since "you" and "your" replaced "thou" and "thine" in the second person singular decades ago.

limited to an office, but rather should infuse the entire school from the kindergarten room to the university laboratory. Sunny Hansen (1974) has described a career development model which places career counseling in the mainstream of all educational activities and we view career counseling in this same manner.

Why Career Planning for Women?

Employment--The Emerging Norm for Women

Almost all women will work outside the home for pay sometime during their lives, and a majority of working women will spend 25 years of their lives or more in the labor force. The probability of every woman high school graduate engaging in some paid employment in the future has not changed significantly over the past 30 years; what has changed is that more women are spending more time in the labor force. Yet, women of any age seem reluctant to think of themselves as workers and to develop an attitude of planning for paid work that will be meaningful and satisfying.[2]

Counselors, teachers, parents, and others who influence the lives of young women have been unsuccessful in convincing them of the probability

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[2]In writing this monograph we face the problem of overgeneralization. For example, saying that women are reluctant to plan for work does not mean that all women are reluctant to make these plans. However, compared with men (as a group), women (as a group) have this characteristic. We run into difficulty if we ascribe this characteristic (or any other general statement) to all women--we are stereotyping when we do so. Our readers are cautioned not to misinterpret and misapply these generalizations which of necessity must be made in writing.

of their being employed, let alone of the concept of choosing a career which allows women to use their personal talents maximally, achieve meaningful goals, enhance their self-concept, and make a positive contribution to society. However, the Bureau of Labor Statistics has told us consistently since the mid-1940's that nine out of ten young women graduating from high school will work outside the home for pay during their lives and that six of those nine women will work for 25 years or more (not all at one time perhaps, but during their lives). What a shame that these large numbers of women have not been able to view their work roles as important enough for them to invest personal planning and study in the work that they want to do.

Let's look at some facts about women working. According to the U.S. Department of Labor, 37 million women were in the labor force in 1975. That figure means that over 40% of all adult women were in the labor force in 1975 and that easily more than a third of all workers were women. These percentages have continued to increase. According to projections, over 50% of American women will be in the labor force by 1980 and women then will represent over 40% of the total labor force. These figures certainly poke holes in the notion that women are the exception in the working world.

Those who think that most women workers are spinsters, childless relics, or young women waiting to be married will be surprised to find that in 1975, 44% of all married women were working. One out of three women workers were mothers and 47% of these women had children under the

age of 18. Even more interesting is the fact that 33% of the women workers who were mothers had children under the age of six.

What about their own age? Ages of women in the labor force range from 16 to 70, the average age being 36-40. Most data indicate that there is a representative spread among women workers across every age group. A fact of particular importance is that the age group typically thought of as outside the labor force (the 25-34-year-olds who are thought to be home raising children) has increased its participation in the labor force substantially over the past 15 years--from [illegible] in 1960, to 54% in 1975.

Does education have any relationship to a woman working? According to the data, women with more education are more likely to be in the labor force. In 1972, half of all women who had completed high school were in the labor force, as were 57% of those who had completed four years of college and 66% of women with five or more years of college.

Indeed, women make up the vast majority of certain occupations like secretary, retail sales clerk, household worker, bookkeeper, waitress, nurse, and elementary teacher; and women workers are more concentrated in a smaller number of occupations than are men. However, women are found in all occupational areas and the number of women in each area is increasing.

Special Problems of Women

Regardless of the statistics, women generally have difficulty

thinking of themselves in terms of the world of work. Women have been socialized to direct their attention away from themselves as workers and toward gaining their identity from spouses or potential spouses. Women often do not define themselves in terms of occupational identities; nor have they sought to find occupational role models; nor have the role models been abundant, or even present, in many fields. A career or work has been something that women have thought of as something to fall back on if needed, but not something about which to do any careful planning.

This tendency not to develop a sense of self as worker or an independent identity has been due to the lack of a characteristic Sunny Hansen (1972) calls "planfulness." Women who do not see themselves as potential workers do not see themselves as needing to make any plans for work. In Hansen's study only 29% of young white women and 51% of black women said that they would be working at age 35. Yet these women may not, in reality, have the option of not working, and therefore probably cannot afford the "luxury" of not planning. Women need to develop planfulness, and we counselors must help women to examine their identities and roles, identify their models, make life plans, and acquire knowledge of the world of work that will aid them in planning their future.

To the extent that women can become more conscious of the influences that have affected their development and continue to affect their planning processes, they can begin systematically to take control and make life plans in their own behalf. In encouraging young women to consider paid employment and, even more specifically, to consider nontraditional careers,

the counselor must be cognizant of the tremendous influences of personal and social barriers on a woman's consideration and choice of, training and selection for, and pursuit of a nontraditional career.

All of their lives young women have received conflicting messages about what is expected of them. They hear everything from "A woman's place is in the home" to the currently widely publicized stories of the super-mom-career woman who has broken out of the traditional mold--and is enough to frighten any of us, what with dashing about being super-everything! Letty Pogrebin described this latter state, myth, or obsession (depending on where you are) in her book Getting Yours (1975). For most women the messages are divergent and confusing, especially when one takes into account what young women hear on the radio, see on television and in magazines, and experience in the classroom, office, factory, store, church, and at home. We counselors must attend to and help women cope with this conflicting barrage of messages.

Grandmas, and many other nice people in our lives, have said that boys don't like to lose to girls; yet many young women have consistently excelled in all areas. Succeeding in the classroom or on the playing field is usually all right; but when women are in competition with boys or men, success is quite another thing. "Be good at what you're doing" and "Be feminine" often are mutually exclusive messages.

Horner (1972) and others have explored from many angles the concept of motivation to avoid success. Women, who represent more than 51% of the population, are enormously affected by this anxiety about achieving

or striving for less than is possible, settling for less than the superior grade, or seeking a life pattern of security and comfort rather than risk-taking. There is a difference between choosing traditional career patterns based on understanding the realm of the possible for all adult human beings and slipping into these patterns without even considering other possibilities.

The sometimes popular concept of "I can be anything I want to be" is deeply rooted in the American society, the land of opportunity. However, it is a modern myth of mammoth proportions, especially when applied to women. For instance, unless a young person is handling mathematics and related concepts well by the sixth grade, feeling okay about their ability, as well as feeling okay about doing okay, that student is already cut out of possible later professional areas such as engineering, electronics, chemistry, biology, medicine, architecture, and certain areas of business. Beyond that grade level it becomes almost too great a task to catch up--not that it could not be done with tremendous determination and remediation; but it becomes increasingly unlikely that the person will be equipped to enter any field for which mathematics is a prerequisite. It is apparent that young women, as early as age nine, are not achieving, as a group, at the same level as young men. If one is underachieving because underachievement is somehow expected, then the die is cast rather early and "I can be anything" becomes less probable.

One barrier is evidenced by women's doubts about their own internal abilities to do a job. Women tend to attribute their successes

to their hard work and their talents. It is the difference, in talking about a course grade, between "Look at what the teacher gave me!" and "Look at what I got!"

Many girls are concerned about their life and work patterns and how their roles as parent, spouse, and career person will mesh together if they do decide to work. Yet despite this concern, they lack power to draw conclusions, because the answers are contingent upon having a future spouse and/or children. The questions are real, but the answers are elusive. They wonder how they will meet the obligations of having a family and a job, how they will work and stop work and then start again, how the children will adjust, how the husband will adjust, and so on. These are very legitimate considerations; yet many alternative solutions are possible, and a variety of flexible family/work situations, some that arise from pressing economic need, do work out. Many working women who have husbands in the home find that their employment enhances not merely the finances of the home but also the quality of the homelife, as the woman brings home the enthusiams and interests of her work to share with the rest of the family.

Too often women, and men, have confined their work possibilities to the patterns and types of work that they see about them, or to the patterns of work that have existed in their own families, sometimes for generations. They find themselves in a rut made by themselves and reinforced by the expectations of family and friends. Indeed, educators and employers can also find themselves in a rut of expecting women and men to be suited appropriately for only certain careers.

Given the inevitability of work for American women and their reluctance to plan personally for a career, counselors are faced with a major challenge. Conflicting messages of success versus femininity, perceived unfemininity of certain careers, lack of support from parents and friends, and a host of related problems join forces to exacerbate the situation. Even in the face of these problems, however, people are learning to cope, and new work patterns are allowing increasing numbers of women to enter nontraditional careers.

Trends and Developments in Women's Career Choices

Changing Work Patterns

The idea of working 40 hours a week, year around, for 40 to 50 years places a straightjacket on our minds that keeps us from thinking of other employment patterns for both women and men. Why these parameters, when others are possible and currently operative? In addition, there are now appearing some exciting new possibles, often pioneered by women for women, but also of potential benefit to male workers.

Shared jobs, either between wife and husband or between two unrelated people, allow people to work but still to devote significant time to other activities. For example, two people may share a teaching position (sometimes this is called working part time). Each person can work from their own strengths and will probably spend more than their proportionate share of time on the job; and the school has a built-in substitute teacher who is familiar with the students. The workers in such a situation have more

time off the job for family or other pursuits, and they can "keep their hand in" their career.

On jobs where a rigid time schedule is not required, "flex-i-time" allows workers to set their own time scheduling, within certain limits, in order to accommodate nonjob responsibilities. This pattern has typically been available to people in professions, but can be extended to others.

Day care and other fringe benefits relating to parental responsibilities are becoming increasingly available and are considered to be an important and legitimate part of a worker's remuneration. These benefits, like shared jobs and flex-i-time, allow more options for a woman (or man) who desires to combine family and career.

We wish we could be more optimistic about sequential careers (a term for dropping out and later reentering a career). Our pessimism stems from the view of some employers that a career dropout becomes outdated and is uncommitted to a career. However, as counselors we should note that dropping out is nothing new (e.g., dropping out to fight a war has not been viewed as an insurmountable handicap for a man, and indeed we encourage the hiring of these career reenterers). Certainly entry into a new career at some point is the norm rather than the exception, so career reentry has a clear precedent.

Everybody's Doing It

Perhaps some things don't change, but they sure are bending. As we have pointed out, more women are working, and the work force in all areas is becoming increasingly female. More role models are available and

visible. Newspaper articles about the first woman mechanic, fire fighter, or dentist are almost passe, and despite the queen bee idea ("I made it on my own merits and now these girls (sic) can do it the same way"), women are now in all occupations and are directly or indirectly helpful to young colleagues. Not to talk with women about their career plans is unjustifiable in the face of their increasing involvement in all occupations.

In the family and in the marketplace the roles of women and men are changing. The househusband may be rare enough to warrant notice, but the sharing of household duties is commonly accepted; and even single parents (men and women) are adopting children. Also, single women, as well as men, are now not waiting for marriage to "settle down" and buy a house or take on some of the other financial responsibilities usually reserved for families.

Besides, It's the Law

Even though it may be impossible to legislate morality, new laws make it inconvenient (and, of course, illegal) to discriminate against women in employment, economics (e.g., credit), or education on the basis of sex. As counselors, we need to be especially aware of the requirements of Title IX of the Education Amendments of 1972 which states the following:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

We should examine our career materials to make certain they do not indicate that particular careers are more appropriate for one sex or the other,

review our testing procedures (e.g., interest surveys) for sex bias, and make sure that in our own career counseling we are avoiding the pattern of encouraging certain courses of action inappropriately based on the sex of the client.

Other Federal and state legislation relating to vocations also precludes discrimination against one sex or the other. In fact, some programs such as the Women's Educational Equity Act Program (WEEAP) have been established specifically to encourage the previously disadvantaged sex to enter into areas not previously thought of as appropriate for members of their sex. These special remedial programs are not prohibited under the law.

Model Programs

Federally and state supported, as well as local initiative, programs have been designed specifically to encourage women to enter nontraditional careers. Some trade unions have made special efforts for women. Changes have been made in employment sites to accommodate women fire fighters, construction workers, or miners, to cite a few instances; so the argument of lack of facilities, as a justification for not hiring women, is no longer viable. The American Personnel and Guidance Association, through the project on Sex Equality and Guidance Opportunities (SEGO), has offered special training and materials to counselors throughout the nation. National Science Foundation through its Women in Science Program has sponsored workshops and other kinds of programs to increase the number of women in traditionally male professional science careers. The WEEAP has completed one year of grant activity in several areas including career education, and

counselors should be alert to materials disseminated from that source. The National Institute of Education has funded programs in targeted areas, such as the alleviation of math anxiety. The Federally funded General Assistance Centers around the country are prepared to assist school districts with problems of both race and sex desegregation. State Departments of Education and other agencies acting under their own volition and/or the requirements of Public Law 94-482 (Educational Amendments of 1976 which amend previous laws such as the Vocational Education Act of 1963) are providing assistance to school districts to encourage more women and men into nontraditional careers. Section F in the last portion of this monograph lists resources that will keep counselors on top of the latest model programs and developments to encourage women into nontraditional careers.

Counselors need to be prepared with new approaches and programs to respond to the clearly changing work patterns of women. To do this, they can take advantage of the experiences of others in model programs and keep themselves aware of new developments in employment patterns like shared jobs, flex-i-time, and day care. In the next section we describe alternative strategies that counselors can use to counsel women for nontraditional careers.

Strategies for Counselors

Simply being aware of problems facing women in the world of work and trends in their career pursuit is a starting point for counselors. Another,

higher level from which counselors ought to operate goes beyond this basic awareness to a posture of actively encouraging women (and men) to consider all viable career options, including nontraditional careers. In this section we describe five strategies from which the counselor who actively encourages women to select from all options can choose. Which strategy to use depends on the counselor's developing an hypothesis about the basic problem or barrier which impedes the choice of a nontraditional career by female clients.

Counselors who employ the remediation strategy hypothesize that the problem keeping women from entering nontraditional careers is their lack of certain basic skills required for career entry. They hypothesize, for instance, that these women may require instruction in the use of farm machinery before they can successfully enter the agriculture field.

A second strategy, the career selling strategy, combines two hypotheses. First, it is thought that women do not enter nontraditional careers because they are unaware of them as viable career options. Second, it is hypothesized that even if women are aware of the options--for example, welder, pilot, or sportscaster--they view the nontraditional options as incompatible with their own sense of femininity. This strategy combines information about careers with role models who demonstrate that nontraditional career women do not necessarily lose their femininity.

The career/self-awareness strategy is based on the hypothesis that women suffer a conflict between their anticipated adult roles and their perception of the role of women in nontraditional careers. For instance,

these women may perceive an irreconcilable incongruity between their possible parental role in raising young children and their possible career role as a young lawyer trying to become established. It is hypothesized that if women have clearly developed life goals and if they can learn to identify with models of women who are successfully balancing and pursuing career and other roles, then they can formulate plans to accommodate the roles and proceed with education and/or training in the nontraditional career.

The job seeking strategy, a fourth approach, stems from the hypothesis that women have neither the proper attitude nor the requisite job-seeking skills to pursue nontraditional employment. It is hypothesized that if these women are taught how to go through the job selection process and how to be assertive in seeking employment, then they will have more chance of being successful in entering their desired career.

The foundation for the first four strategies is the idea that "the problem" is within the client--she lacks skills, she must learn about career options and that they do not necessarily make her unfeminine, she needs to accommodate a specific career role with other adult roles, or she must acquire job-seeking skills. The fifth strategy emerges from a cluster of hypotheses that "the problem" is located outside the client. The anti-discrimination strategy assumes, for example, that parents, teachers, and counselors steer women away from courses needed for entry into nontraditional careers, that universities overtly or covertly discriminate against women's entry into nontraditional majors, or that employers choose not to

hire women for nontraditional jobs. The task of the counselor who is working from any of the discrimination hypotheses is twofold. First, the counselor must focus on "the system," without a particular client in mind. For instance, the counselor might work with a specific university department on its admissions standards and procedures.[3] Second, the counselor must work with the client to make her aware of discrimination barriers, many of which may be hidden from the unaware person, and to teach her techniques to deal with the barriers.

In the remainder of this section we describe each of these strategies more fully. Of course, although they are described separately, the five approaches are not mutually exclusive and counselors should choose among or combine them based on their best judgments of their clients' needs.

Remediation Strategy

The results of many tests (e.g., American College Testing Program and National Assessment of Educational Progress) have shown that women as a group are significantly outperformed by men in areas like math and science. Of course, many individual women outperform men generally, and possess the required skills necessary for entry into particular careers. However, test results indicate that some women do not possess the necessary competencies to enter their chosen nontraditional career training programs,

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[3]Of course, regardless of the counselor's involvement, most educational institutions have been required by Title IX to review their admissions procedures to make certain that they do not discriminate on the basis of sex.

although they possess the necessary aptitude and interest.

Math anxiety represents a highly publicized impediment to women's entering a host of careers which require competency in math. Lenore Blum at Mills College, Oakland, California, has developed specific programs to instruct college women in math skills so that they can "catch up" and overcome their anxieties about math. The staff of the Lawrence Hall of Science at the University of California, Berkeley created a program with similar purposes for elementary school girls. At the University of Oklahoma, Betty Pollak has developed an introductory engineering program which, in part, teaches first-year college women to use industrial shop machinery, such as an arc welder, so that they will have the skill and confidence needed to pursue an engineering major. The National Science Foundation has funded programs like one organized by Suzanne Varimbi at Rosemont College, Rosemont, Pennsylvania, to provide an update in technical areas for women who were previously trained in a science area and are seeking reentry into their career field after a lapse in employment to raise children. All of these remedial programs for women have been aimed at both developing skills and building self-confidence.[4] To use this strategy successfully, counselors need to be able to employ sex blind

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[4]Lest you be concerned that special remedial programs are prohibited by Title IX, be reassured that the Title IX guidelines do allow special programs for the sex which has been underrepresented in that particular field. Of course, the guidelines are only guidelines and have not been thoroughly tested in court, but the principle of allowing remedial programs seems assured. Consult your school's attorney if you have questions about your own particular program.

tests to identify client ability and interest and refer clients to available programs and resources. The latter task perhaps also requires local adaptation of whatever program is chosen and, where appropriate, insertion of the program into the mainstream of the school's activities. This action enables the largest possible number of women to get the necessary remedial instruction--instruction that is not labeled remedial, which often connotes retarded. We have labeled this strategy "remedial" to indicate its purpose, but we do not advocate the practice of such labeling for instructional programs actually in operation.

Career Selling Strategy

Whereas the remedial strategy assumes that women are kept from pursuing nontraditional careers by lack of skill and/or confidence in their abilities, the career selling strategy assumes that the lack concerns knowledge about the wide variety of career options or a perception of nontraditional careers as unfeminine and therefore incompatible with their self-image. The mission of the career selling strategy, therefore, is to provide career information, especially information which highlights women in nontraditional areas. The job of the counselor becomes that of providing information that deals with women pursuing nontraditional careers and making certain that the female client actively "hears" and considers the message.

Information may be gathered from brochures, movies, books, magazines, and other print or audio-visual forms, or from face to face contact with women who are pursuing nontraditional careers. Usual sources of career information

(e.g., the U.S. Department of Labor's Occupational Outlook Handbook, 1976-77) can be used, but the counselor should review the available literature to make certain that both women and men are shown and that in the interpretation of the literature women (and men) are successfully pursuing nontraditional fields with no loss of femininity (or masculinity).[5]

The counselor also can use the new information now available developed specifically to show women in nontraditional fields. The following are examples of new materials that portray women in a wide cross section of careers, including the nontraditional: How To Go To Work When Your Husband Is Against It, Your Children Aren't Old Enough, And There's Nothing You Can Do Anyhow (Schwartz et al., 1972) for college and older women; Joyce Slayton Mitchell's I Can Be Anything (1975) for high school students; Suzanne Seed's Saturday's Child (1974) for intermediate and junior high students; and Robot (Fun-Da-Mentals, 1972), Free To Be...You and Me (Ms., 1974), and Community Careers for the Flannel Board (Instructo, no date), for preschool and primary students. Materials for specific career areas are also available. For example, in the science area, a brochure, Women in Science and Technology: Careers for Today and Tomorrow (American College Testing Program, 1976); a slide tape program, Women in Science (Moché, 1975); and a movie, A World for Women in Engineering (Bell Telephone, 1976), are for use with high school or college women. The concluding section of this monograph contains specific references to these

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[5]This review of career information is not only very sensible but is also required under the Title IX guidelines.

and other useful, current materials.

The career selling strategy can easily and rightfully be included in the ongoing classroom curriculum. Career Education in the Academic Classroom (Mangum, 1975), while not aimed at encouraging women to consider nontraditional careers, does suggest to the classroom teacher how career education might be incorporated into classroom activities in each of seven academic areas.

Role models serve the very important function of making real the notion that indeed there are women who pursue nontraditional careers and that they do not lose their femininity in that pursuit. Using community persons as instructional resources and role models is becoming increasingly popular. For example, when junior high social studies students collect a "living history" of their community through audiotapes, the teacher can make certain that nontraditional role models are included in the interview schedule.

Using a more direct approach, the counselor can have women students interview women in nontraditional careers and even intern in a volunteer or paid position under these women. These role models can also visit the school to talk with a small group of students or an entire class. Students should be able to ask their own questions, but the sessions should give the role models an opportunity to describe the career and how they trained for it; their life line and daily activities; how their work fits in with family, community, and personal activities; and any unique features of their career relating to their being female. Counselors should choose the

role models carefully so as to encompass a cross section of careers, life and family styles, educational backgrounds, and ages.

In the career selling strategy, counselors are attempting to do just that--sell the career; so role models should be chosen not only to provide valid information but also to make the career seem attractive for a woman considering that career. Role models can be found in business and industry--businesses increasingly are interested in showing how "liberated" they are to have hired women in nontraditional areas and also truly desire to attract the best talent, whether female or male; in professional associations--a practitioner in the field can provide a reference to the local association; at the college or university--a rich resource, since in many nontraditional fields there is a much larger proportion of women in training programs than already on the job; and through governmental agencies--so far, due to affirmative action programs, these have the best record in hiring women in nontraditional areas.

Career/Self-Awareness Strategy

Some theorists of career choice assert that people somehow match interest and ability with the activities required in a certain career and that the matching process itself is the key to career choice. Such a process assumes that the career choice is the central choice that an individual must make and that other choices (e.g., whom to marry, where to live, how to raise children) either come after the career choice or are relatively unaffected by it. However, this assumption cannot be made for women (and probably ought not to be made for men). For women there is a

galaxy of interrelated choices; and if women are to enter nontraditional careers, then decisions about careers cannot be made separately from decisions about self and life planning, including spouse, children, desired life style, and realistic personal goals.

The career/self-awareness strategy is based on the hypothesis that if women are to be encouraged into nontraditional careers, there must be some matching between client and career, both in terms of interests and abilities and, more importantly, in terms of desired and expected life styles. This strategy requires the analysis and resolution of the role conflict which women often feel exists between a career role and their roles as parent and spouse. Women must see a career as potentially fulfilling some of their personal life goals without negating the fulfillment of other goals. Additionally, these women must clarify their relationships with important others (e.g., parents, friends, potential or actual spouse, and/or children), the expectations of these other significant people for them, and the effects of these relationships on their life choices. In this section we describe some specific activities which can be used in the career/self-awareness strategy. The activities are based on two programs used at the University of Kansas, one for women especially talented in math and science (Smith & Stroup, 1977) and one for undergraduate women in general (Gordon & Smith, 1977). However, the principles illustrated in each activity can be used in the high school or with older women.

Life span. We might also label this activity "Does Life End Halfway Through?" for this activity aims at making the student aware of the extent

of her entire life span. Too often young women conceive of their life as marrying and raising children. They do not recognize that even if they do marry and spend a significant amount of time in child rearing, by the time their children enter school and need less parenting, they will have approximately half of their lives still ahead of them. Figure 1 illustrates a hypothetical woman's entire life span. The point of this activity is not to advocate a serial life style with child rearing and career segregated into two different segments, but rather to make clear that planning for one's adult life should include planning for the entire life span. Women can be asked to prepare their own expected life line and compare it with that of the hypothetical woman.

Ideal life scenario. The life span activity points out to the young client that much of her life remains ahead of her and raises the question of how she desires to lead her future life. The hidden message is, "Take control of your future." The ideal life scenario is a technique to help the client clarify her goals so that she can take control. We have asked high school senior women to close their eyes and formulate a picture of their ideal dwelling ten years in the future (when they're 28 and could possibly have completed their education, married, started a family, entered a career, or explored any of a number of options open to them). After mentally visualizing the dwelling and then drawing a picture of it, they describe a typical, ideal day or days in their life. Following this personal fantasizing, they talk in groups of three about their ideal life, their feelings about it, and what they will need to do to make it a reality.

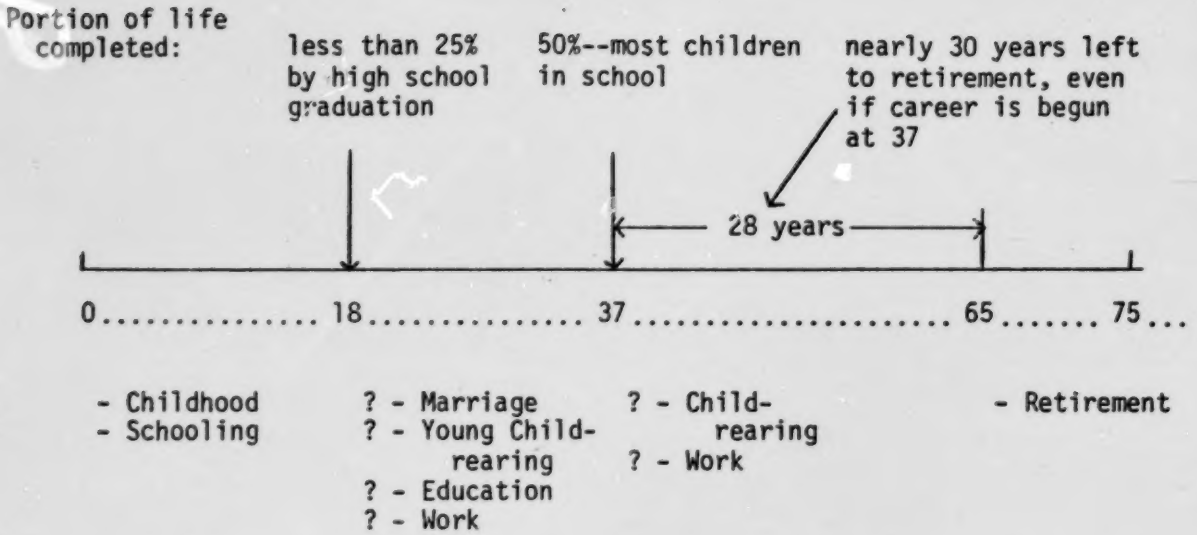

Figure 1. Activities in the typical woman's life span. No woman's life fits a pattern, but some parts are fairly predictable. Schooling through high school takes up less than 25% of total life span. Even if a woman chooses not to enter a career until the midpoint in her life when typically the last child has entered school, she still has nearly 30 years to devote to work. Today's work-life expectancy is 40 years for women who remain single, 30 years for childless married women, and 15-25 years (depending on number of children) for married women with children. How will you spend your future?

In addition to having clients question and clarify goals, the ideal life scenario has an additional purpose. Probably we do not choose to do things we have never thought of doing. If one cannot imagine oneself selling anything, preaching from a pulpit, or driving a truck, then one probably will not choose a career that calls for doing these activities. Since women often exclude themselves from certain activities because they have never thought of doing them, then it is important that women be given an opportunity--perhaps even be forced--to imagine themselves

involved in nontraditional activities.[6] The ideal life scenario provides the counselor an opportunity to ask how the woman formulated her ideal life and whether she has considered a specific nontraditional career (which the counselor believes might fit with the interests and abilities of the client).

Decision making. This activity has a dual function. First, it requires the client to examine her decision making process to see whether she actively makes important decisions or passively accepts decisions made for her or expected of her. Second, it asks the client to examine the major forces that influence her decisions, especially career decisions. In this activity we ask each woman to identify a recent important decision--where to go to college, perhaps, whether to take a job, whether to date a particular person--and to list all of the factors which supported or opposed that decision. After determining whether the various factors were within or outside their control, the women form groups of three and examine their decisions, helping each other to see what influenced their choice and the process they went through in making it. If women are to enter nontraditional careers, then they will have to act in a planful, decisive manner, being aware of the various forces inpinging on their decisions. The decision making activity is designed to help women to become more planful.

In a related activity, women make a career history of their family tree back to their great-grandparents, including their aunts, uncles, and

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[6]One significant problem with interest scales that have different norms for women and men is that some careers are never suggested to women and they miss this opportunity to "try on" these careers for size.

siblings. Very often a clear, similar pattern can be observed among the male and female family members. The women are not told to reject this family history; rather, they are asked to examine their own decision making in light of it. Do they make decisions about their future because the decisions fit the family pattern and "feel right"? Or do they make decisions because they have considered all reasonable alternatives and have come to what seems to be the wisest conclusion?

Competencies and resources. Career decisions made only on one's dreams or one's fantasized future are as ethereal as the wind. The woman must base her career choices on the reality of her capabilities and resources. However, there is the danger that an analysis of capabilities and resources will become fatalistic, requiring that certain decisions be made; a balance between the dream and the reality can mitigate the fatalism.

If women are to make nontraditional career decisions, then they should analyze their capabilities through usual methods of aptitude assessment but in a nontraditional fashion. Does skill in science necessarily lead to a career as a nurse, lab technician, or dietician? It is true that these careers do require science skills; but other careers like physician, dentist, engineer, and veterinarian also require these skills and may be far more harmonious with the woman's ideal life.

Role models. Previously we emphasized that people usually do not choose to do things that they have not thought of doing, nor do they usually choose things that do not appear to be, or have not been experienced

in, the realm of the possible. For instance, if a young girl sees a woman in her church fulfilling the roles only of secretary or Christian education director, why should she seriously consider the ministry? This is certainly true of career decisions, so an important task of the counselor in counseling women for nontraditional careers is to help the woman clients to think of themselves in nontraditional careers. Role models, women who themselves are training for or pursuing nontraditional careers, can be very effective in helping young women begin to conceive of themselves in these careers. Not only can role models help women to stretch their dreams, they also can help them assuage their concern that a certain career is unfeminine or that the pursuit of that career is incompatible with the roles of wife or mother.

Female role models can be presented in the classroom in a covert way by careful selection of the literature and audio-visual materials offered to students. After all, all sorts of male role models are observable in history texts, science movies, and English anthologies; so there is clear justification for the teacher to present female role models through the so-called "hidden curriculum." Moreover, stories about female police officers, the contributions of women in science, or the trials of struggling female novelists are not mere fiction; a large number of women have had these experiences, even though information about them may not have found their way into commonly used textbooks and media. A good deal of indirect counseling can be done through a judicious reappraisal of film catalogs, textbook lists, and acquisitions for the school library.

More directly, the teacher can invite women in nontraditional careers to the classroom to talk with students about their area of expertise. The female military officer, fire fighter, or elected official not only provides information but also subtly presents the message that women can pursue any career, thereby extending the realm of the possible.

The counselor can arrange for female role models to talk with young women in the process of making career choices. In such a conversation the role model can present information about the activities, necessary training, problems, and rewards of her own career area. More importantly, she can talk about how she has organized her life to accommodate career and family roles, both in daily activities and over the years. In the discussion she can describe how her colleagues, family, and friends react to her; how being a woman affects her doing her job; what advice she can provide to a young woman considering her kind of career.

Society assumes that a young man will have a career. He usually does not have the prerogative of making the more basic choice of pursuing a career. A young woman more often has a choice about pursuing a career, or at least she has some choice about the degree to which she will pursue a career and how to mesh the career with other parts of her life. Role models should be selected to show that nontraditional careers can be combined with spouse and family and that this combining can occur in a variety of ways.

Significant others. The influence of others--parents, friends, teachers, and future colleagues--cannot be overlooked. The effects of their

influence should be made apparent to the woman considering a nontraditional career, and, where possible and appropriate, significant others should be drawn in throughout the career decision process.

As we involve high school senior women in the ideal life scenario and the activities described previously, we also involve their parents in similar activities. For example, we ask parents to write an "end-of-the-year letter" (which has become a popular inclusion in Christmas cards) as they might write it ten years in the future. They are to assume that everything in their daughter's life is going very well and that they are very pleased with her and proud of her. After finishing the letter they share it privately with their daughter and compare it with the ideal life scenario written separately by the daughter. The purpose of this activity is to open communications between parents and daughter so that parents' expectations for their daughter and the daughter's expectations for herself can become explicit and can be dealt with. When role models discuss their nontraditional careers with the daughters, parents are also invited to take part in the discussion. By so doing, the parents can ask questions engendered by their own experience, daughters can learn their parents' concerns and benefit from answers given to those questions, and both can share the information derived from the discussion.

Entering a nontraditional career means that women will have to deal with colleagues, friends, and family in a different way than to women who pursue more traditional lives. Female role models help young women anticipate problems they will face and suggest possible solutions. We also ask

women to select one or two people who they think would be supportive of their potential choice of a nontraditional career and one or two who would be nonsupportive. In this activity the women identify support, for that surely is needed when making a nontraditional career decision, learn how others feel about their decision, and make plans to deal with anticipated problems.

Job Seeking Strategy

A woman may possess the requisite occupational skills, be aware of a variety of career options, and may even have made a nontraditional career choice, but still be unable to seek, find, and be selected for a job within the nontraditional career area. The task of the counselor in this case is to teach the client the necessary job seeking skills and to help the client to develop an assertive manner for going through the process.

Just how does one go about seeking a job? Richard Bolles in What Color is Your Parachute? (1972) describes a thorough process which includes all aspects of job hunting from an inventory of skills and interests through being hired. Rather than urge readers to search job vacancy lists, submit a resume, wait to be selected for an interview, and perform all of the usual job seeking tasks, Bolles outlines a process whereby a person chooses the job rather than is chosen for the job. Clearly, the message is, "Take command."

Women often find the job interview process particularly difficult. Perhaps because she is unclear herself about what job she desires or is

qualified for, the woman may present a tentative or uncertain image. The employer may have a private agenda based on a series of myths about women, e.g., "She'll quit to have a baby and I'll lose my training investment," or, "She won't be willing to work overtime or travel," or, "My employees won't work for a woman." The counselor can teach the client to be an assertive interviewee. In assertiveness training, we introduce women to assertive communication skill-building, underscore the rights and responsibilities of the interviewer and interviewee, list possible questions that may be asked in the interview (based on myths), suggest techniques of answering and parrying the questions, provide models of assertive interviewing, and set up an opportunity for each woman to practice her skills.

Anti-discrimination Strategy

Whereas the previous four strategies stem from the hypothesis that the problems lie within the woman client, the anti-discrimination strategy assumes that the problem is outside the client in the form of various discriminatory practices and attitudes. As a responsible member of the educational community, the counselor must identify and combat practices which discriminate against women, especially when those practices are directly related to the activities of the counselor. Academic planning and enrollment for classes, admission to specific programs, interest inventories and other standardized tests used in career counseling, financial aid, and job placement are examples of areas, often within the purview of counselors, which may be sources of discrimination. Especially when career education is infused into the entire school curriculum and the counselor

functions as a member of the instructional team, counselors and their teacher colleagues should be aware of how women are portrayed in instructional materials and should take positive steps to make certain that women and men are shown in nontraditional careers and settings.

Although the anti-discrimination strategy's primary hypothesis is that the problem is located outside the client, the client still must learn to deal with discrimination. Within the job seeking strategy we have already described an assertive interviewing activity designed, in part, to help women deal with possible discriminatory attitudes of interviewers. The career/self-awareness strategy addresses this question by bringing in female role models to discuss problems they have encountered as women, and techniques they have used to overcome them.

We have assumed that providing knowledge about possible problems before they arise is the best strategy to use to help high school and college women combat likely difficulties. Thus, in addition to teaching assertive skills and utilizing female role models, we present information about possible discriminatory barriers in a didactic format or through readings (e.g., Epstein's Woman's Place, 1971).

Summary

Why are some careers viewed as nontraditional for women? Despite legislation regarding nondiscrimination in employment and special programs designed just for women, why are women still clustered in so few occupations and underrepresented in so many? Does the woman possess the

necessary skills for a nontraditional career? Does she really know that a wide range of careers, including the formerly primarily male-dominated ones, are open to her? Are some careers viewed as unfeminine? Do some careers appear to be incompatible with mother and wife roles? Is a woman blocked from some career choices by discriminatory barriers? Does she possess the inclination and the abilities to seek employment assertively?

The answers to these questions are not simple, and no counselor should assume that a single program or change in counseling technique will ameliorate the situation for all women or for any individual woman. Finding solutions may require a reassessment by counselors and clients of attitudes toward career and gender; and a complete program aimed at counseling techniques. Counselors must be able to choose among alternative strategies based on their best professional evaluation of the client's needs and must have the techniques and resources to deliver on each of the strategies.

In this effort the counselor ought not to remain isolated from the rest of the school staff. Counseling women for nontraditional careers should not be limited to the counseling office. Rather, the entire faculty, as part of the mainstream of daily endeavors, must select from available resources and model programs to help women students make planful, responsible career and life choices.

RESOURCES AND REFERENCES

A. Socialization of Women

These resources deal with the socialization of women, barriers affecting women and their employment, and sexism in education.

Alper, T. G. Achievement motivation in college women: A now-you-see-it-now-you-don't phenomenon. American Psychologist, March 1974, 29, 194-203.

Suggests that the inconsistent appearance of female achievement motivation is a function more of wide methodological differences from study to study than of basic instability of the motive.

Angrist, S. S., & Almquist, E. M. Careers and contingencies: How college women juggle with gender. New York: Dunellen, 1975.

In a longitudinal study, reveals how a group of college women define their roles as career person and family person over a 4-year period.

Bardwick, J. Readings on the psychology of women. New York: Harper, 1972.

Includes a very useful set of readings about the psychology of women.

Clark, L. Considerations for married career women. Journal of National Association of Women Deans, Administrators, and Counselors, Fall 1976, 40(1), 18-21.

Reviews the literature on the advantages, disadvantages, and influential factors affecting women who choose to combine marriage and a career.

Entwisle, D. R., & Greenberger, E. Adolescents' views of women's work role. American Journal of Orthopsychiatry, July 1972, 42(4), 648-656.

Reports the views of women's work role held by ninth-grade boys and girls. Focuses on whether women should work, what kinds of jobs women should hold, and whether women are intellectually curious.

Epstein, C. Woman's place: Options and limits in professional careers. Berkeley, Ca.: University of California Press, 1971.

Outlines women's career patterns and the problems they face in pursuing professional careers.

Farmer, H. Helping women to resolve the home-career conflict. Personnel and Guidance Journal, June 1971, 49(10), 795-801.

Discusses the reasons why there is a home-career conflict for women, suggests an answer to the conflict, and gives ways in which counselors can facilitate choices.

Farrell, W. Male liberation. New York: Random House, 1974.

Discusses male liberation as a necessary adjunct to women's liberation.

Harrison, L., & Passero, R. Sexism in the language of elementary school textbooks. Science and Children, January 1975, 12, 22-25.

States that because language is an expression as well as determinant of cultural values, it may also serve as a cure for sexist thinking. Offers excellent evidence that masculine generic words (e.g., manmade) are interpreted by elementary students as masculine.

Hawley, P. What women think men think: Does it affect their career choice? Journal of Counseling Psychology, 1971, 18, 193-199.

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Herman, M., & Sedlacek, W. Career orientation of high school and university women. Journal of National Association of Women Deans, Administrators, and Counselors, Summer 1974, 37(4), 161-166.

Investigates variables influencing women students in their choice of career. Provides some clear cut differences between women planning traditional, less career-oriented occupations and women planning a more strongly career-oriented occupation.

Horner, M. S. Toward an understanding of achievement-related conflicts in women. Journal of Social Issues, 1972, 28(2), 157-175.

Reviews the motive to avoid success and some evidence for its occurrence among women.

Howe, F. Educating women: No more sugar and spice. Saturday Review, October 16, 1971, pp. 1-7.

Discusses the ways in which educators foster sex stereotypes in children.

Katz, P. A. (Ed.). Sex Roles, September 1976, 2(3), whole issue.

Deals primarily with fear of success motive.

Kundsin, R. B. (Ed.). Women and success: The anatomy of achievement. New York: William Morrow and Company, 1974.

Presents career patterns and problems of women in nontraditional science careers.

Maccoby, E., & Jacklin, C. The psychology of sex differences. Stanford, Ca.: Stanford University Press, 1974.

Reviews the evidence for differences between the sexes.

National Education Association. Sex role stereotyping in the schools. Washington, D.C.: Author, 1201 16th St., N.W., 20036, 1973.

Contains essays on sex role stereotyping in the schools.

Phi Delta Kappan. October 1973, 55(2), whole issue.

Overviews sexism in education from all angles.

Picou, J., & Curry, E. Structural, interpersonal, and behavioral correlates of female adolescents' occupational choices. Adolescence, Fall 1973, 18, 421-432.

Explores the relationship of selected factors to occupational choices of female adolescents.

Schlossberg, N. K., & Goodman, J. A woman's place: Children's sex stereotyping of occupations. Vocational Guidance Quarterly, 1972, 20, 266-270.

Describes the degree to which elementary children hold sex stereotypes of jobs.

Sex typing in the schools. Madison, Wis.: University of Wisconsin Extension, 428 Lowell Hall, 610 Langdon St., 1973.

Consists of a transcription of a six-session, noncredit course offered through the Educational Telephone Network.

Teitelbaum, M. S. (Ed.). Sex differences: Social and biological perspectives. Garden City, N.Y.: Anchor Books, 1976.

Examines human sex differences from a social-biological perspective.

Tibbetts, S. Elementary schools: Do they stereotype or feminize? Journal of National Association of Women Deans, Administrators, and Counselors, Fall 1976, 40(1), 27-33.

Looks at question of whether schools promote sex role stereotypes.

Verheyden-Hilliard, M. E. Kindergarten: The training ground for women in administration. Journal of National Association of Women Deans, Administrators, and Counselors, Summer 1975, 38(4), 151-155.

Because women train as early as kindergarten for their occupational roles, suggests that we must socialize both men and women to their equality of status and opportunity.

Wallace, J. L., & Leonard, T. H. Factors affecting vocational and educational decision-making of high school girls. Journal of Home Economics, April 1971, 63(4), 241-245. (ERIC Document Reproduction Service No. EJ 037 440)

Investigates relationship between several school-related factors and the vocational and educational choices of high school girls.

Westervelt, E. Barriers to women's participation in postsecondary education. Washington, D.C.: U.S. Government Printing Office, 1975.

Reviews the literature on institutional, social, and psychological barriers to women's participation in postsecondary education.

Witt, S. H. Native women today: Sexism and the Indian woman. Civil Rights Digest, Spring 1974, pp. 29-35.

Provides background and overview of the current situation for Native American women in regard to education, employment, and health, with emphasis on special needs. Deals with racism and sexism (whole issue).

B. Women in the Workforce

Resources in this section deal with trends and developments related to women in the workforce.

Blaxall, M., & Reagan, B. (Eds.). Women and the workplace. Chicago: University of Chicago Press, 1976.

Contains an expanded version of the proceedings of a conference on occupational segregation.

Dusen, R., & Sheldon, E. The changing status of American women. American Psychologist, February 1976, pp. 106-116.

Discusses trends in the total life span of women.

Farmer, H. S., & Backer, T. E. Women at work: Things are looking up. Los Angeles: Human Interaction Research Institute, 1975. (ERIC Document Reproduction Service No. ED 127 519)

Provides information for girls and women in eight areas of career planning.

Hedges, J., & Bemis, S. E. Sex stereotyping: Its decline in skilled trades. Monthly Labor Review, May 1974, 97(5), 14-22.

Presents theoretical and practical factors affecting women in the skilled trades.

Katzell, M. E., & Byham, W. C. (Eds.). Women in the work force: Confrontation with change. New York: Behavioral Publications Inc., 1972.

Provides a comprehensive review of the status of women at work and the factors that affect their status.

Loring, R., & Wells, T. Breakthrough: Women into management. New York: Van Nostrand Reinhold, 1972.

Offers a contemporary view of the role of women in management.

Lowenstern, H. (Ed.). Monthly Labor Review, November 1975, 98(11), 3-35.

Contains three articles on women in the labor force.

Marshall, P. Look who's wearing lipstick! Manpower Magazine, December 1972, 4(12), 1-9.

Looks at some women in nontraditional occupations--what they do and why they want to do it.

Phelps, A. T., Farmer, H. S., & Backer, T. E. Selected annotated bibliography on women at work. Los Angeles: Research Institute, 1975. (ERIC Document Reproduction Service No. ED 127 520)

Contains 240 annotations of books, journal articles, and miscellaneous reports from recent literature concerning women's studies and career guidance for women and girls.

Pogrebin, L. C. Getting yours: How to make the system work for the working woman. New York: McKay Co., 1975.

An informative guide to the working world, suggests how the working woman can best function in it to serve her needs.

Rosen, B., & Jerdee, T. Sex stereotyping in the executive suite. Harvard Business Review, March-April 1974, pp. 45-58.

Examines how managers may unconsciously make personnel decisions and evaluations using traditional male/female concepts.

Sollie, R., & Lightsey, M. Occupational status projections during high school and post-high school and full-time work experiences. Paper presented at the Rural Sociological Society annual meeting, San Francisco, August 1975. (ERIC Document Reproduction Service No. ED 118 896)

Discusses relationship between occupational status projections and subsequent occupational attainment.

U.S. Labor Department. Steps to opening the skilled trades to women. Washington, D.C.: U.S. Government Printing Office, 1974.

Makes suggestions for opening these nontraditional careers to women.

U.S. Labor Department, Employment Standards Administration, Women's Bureau. Women workers today. Washington, D.C.: U.S. Government Printing Office, 1976.

Contains a review of women workers' personal characteristics, employment characteristics, and outlook for future employment.

U.S. Labor Department, Employment Standards Administration, Women's Bureau. The myth and the reality. Washington, D.C.: U.S. Government Printing Office, 1974.

Outlines common myths about women in the workforce and presents evidence refuting the myths.

Women crack the old job barriers. Changing Times, October 1974, pp. 15-18.

Looks at the laws concerning women's job rights, ideas for cracking sex discrimination barriers, and agencies that help women get blue collar jobs. Represents many similar articles which are part of today's popular literature.

C. Counseling Women

These resources refer to issues in the career counseling of women,

including counseling approaches, relation of the counselor and woman client, and standardized tests on attitudes toward women.

Aiken, J., & Johnston, J. A. Promoting career information seeking behaviors in college students. Journal of Vocational Behavior, 3(1), January 1973, pp. 81-87.

Concerns the effects of group reinforcement on the frequency of career information-seeking behaviors.

Alper, T. G. Wellesley role-orientation scale. Boston: Judge Baker Guidance Center, 1973.

Measures the sex-role preferences of college women.

American Psychological Association. Report of the task force on sex bias and sex-role stereotyping in psychotherapeutic practice. American Psychologist, December 1975, pp. 1169-1175.

Examines the extent and manner of sex bias and sex-role stereotyping in psychotherapeutic practice and recommends actions.

Angrist, S. Counseling college women about careers. Journal of College Student Personnel, November 1972, 13(6), 494-498. (ERIC Document Reproduction Service No. EJ 067 626)

Reports on the findings concerning the process of developing career aspirations and on the factors which foster career interest. Describes ways of affecting the career decision process, of fostering career influences, of altering vocational counseling, and of utilizing role options.

Bem, S. L. Bem sex-role inventory. Princeton, N.J.: Educational Testing Service, 1974. Tests in Microfiche-C, Test Collection #001761.

Describes a test for adults, measuring sex-role identification and yielding scores of masculinity, femininity, and androgyny.

Berry, J. B. The new womanhood: Counselor alert. Personnel and Guidance Journal, October 1972, 51(2), 105-108.

Urges high school and college counselors to become aware of the new trends in changing attitudes of women, to reexamine their own attitudes, and to help students understand the altered aspirations of women toward career and family priorities.

Broverman, I. I., Broverman, D. M., Clarkson, F. E. Rosenkrantz, P. S., & Vogel, S. R. Sex role stereotyping and clinical judgments of mental health. Journal of Consulting and Clinical Psychology, 1970, 34, 1-7.

Studies counselors' perceptions of healthy adults, adult females, and adult males, showing the contrast in counselor perceptions of healthy adults and healthy adult females and similarity of healthy adults and healthy adult males.

Cole, N. S. On measuring the vocational interests of women. Journal of Counseling Psychology, March 1973, 20(2), 105-112.

Through an analysis of interest patterns of women choosing various occupations, supports the notion of the similarity of women's interests to those of men.

Cooper, J. Comparative impact of the SCII and the vocational card sort on career salience and career exploration of women. Journal of Counseling Psychology, July 1976, 23(4), 348-352. (ERIC Document Reproduction Service No. EJ 142 680)

Examines effects of the SCII, VCS, and AIM in relation to number and type of career options considered, frequency and variety of information-seeking behaviors, career salience, and satisfaction with the career exploration experience.

Dewee, C. Exploring interests: A non-sexist method. Personnel and Guidance Journal, January 1974, 52(5), 311-315. (ERIC Document Reproduction Service No. EJ 090 933)

Describes the Non-Sexist Vocational Card Sort for use in counseling both men and women.

Diamond, E. (Ed.). Issues of sex bias and sex fairness in career interest measurement. Washington, D.C.: Education and Work Group, National Institute of Education, 1200 19th St., N.W., 20208, no date.

Contains papers and bibliography related to sex bias in counseling and interest measurement.

Donn, P., & Guttman, M. (Eds.). Women and ACES: Perspective and issues. Washington, D.C.: Association for Counselor Education and Supervision, 1974.

Contains several articles about counseling women.

Englehard, P. A., Jones, K. O., & Stiggins, R. J. Trends in counselor attitude about women's roles. Journal of Counseling Psychology, July 1976, 23(4), 365-371. (ERIC Document Reproduction Service No. EJ 142 683)

Measures counselor attitudes longitudinally to chart attitude changes accompanying increasing career development interests of women.

Hansen, S. L. Counseling and career (self) development of women. Focus on Guidance, December 1974, pp. 1-15.

Makes an excellent case for counselor intervention in curriculum to expand career exploration by women. Includes approaches and resources.

Harris, S. R. Sex typing in girls' career choices: A challenge to counselors. Vocational Guidance Quarterly, December 1974, 23(2), 128-133. (ERIC Document Reproduction Service No. EJ 112 244)

Investigates the effectiveness of group counseling designed to increase the number of tentative career choices made by sixth grade girls and to decrease the percentage of sex-typed choices.

Hipple, J. L. & Hill, A. J. Meeting the special needs of women in educational settings. Journal of the National Association of Women Deans, Administrators, and Counselors, Summer 1973, 36(4), 170-172. (ERIC Document Reproduction Service No. EJ 085 716)

Discusses the counselor's role as a resource and catalyst in the reeducation of parents, school personnel, and students themselves toward developing an awareness of the needs of women and assisting them to achieve their maximum potential.

Loughran, G. Woman: Her career counseling--Is it current? Counseling and Values, April 1975, 19(3), 174-180. (ERIC Document Reproduction Service No. EJ 119 056)

Discusses the counselor's responsibility in providing current and non-sexist career counseling.

Matthews, E. Girls, counselors, and careers: An action plan for vocational development. School Guidance Worker, May 1976, 31(5), 15-20. (ERIC Document Reproduction Service No. EJ 140 965)

Suggests a vocational counseling approach to girls to encourage a competent, responsible self-concept by exploring alternate paths to the future.

McEwen, M. Counseling women: A review of the research. Journal of College Student Personnel, September 1975, 16(5), 382-386. (ERIC Document Reproduction Service No. EJ 125 672)

Examines research supporting the major recommendations and issues concerning the counseling of women. Excellent.

National Institute of Education. Guidelines for assessment of sex bias and sex fairness in career interest inventories. Washington, D.C.: Author, 1974.

Offers guidelines for counselors considering use of career interest instruments.

Parrish, J. Women, careers and counseling: The new era. Journal of the National Association of Women Deans, Administrators, and Counselors, Fall 1974, 38(1), 11-19. (ERIC Document Reproduction Service No. EJ 105 592)

Discusses new functions of counselors in preparing women for the realities of the new labor market. Relates eight characteristics of the new labor market of the 1970's and suggests ways counselors can keep abreast of new developments.

Patterson, L. Girls' careers--Expression of identity. Vocational Guidance Quarterly, June 1973, 21(4), 269-275. (ERIC Document Reproduction Service No. EJ 080 779)

Explains how a woman's identity and fulfillment develop from her accommodation of sex role and competitive achievement role; suggests that counselors focusing on the interrelatedness of these roles can motivate girls to plan effectively.

Pendergrass, V. E., Kimmel, E., Joesting, J., Petersen, J., & Bush, E. Sex discrimination counseling. American Psychologist, January 1976, pp. 36-46.

Discusses sex discrimination and means of combating it.

Peters, L. H., Terborg, J. R., & Taynor, J. Woman as managers scale. West Lafayette, Ind.: Purdue University, 1974.

Assesses attitudes toward women in a business organization.

Schlossberg, N. K. A framework for counseling women. Personnel and Guidance Journal, October 1972, 51(2), 137-143.

Discusses strategies combining counseling and social activism whereby counselors can be part of a liberating force that will enable women to expand their horizons.

Thomas, A., & Stewart, N. Counselor response to female clients with deviate and conforming career goals. Journal of Counseling Psychology, 1971, 18(4), 352-357. (ERIC Document Reproduction Service No. EJ 040 207)

Indicates that counselors, regardless of sex, rated conforming goals as more appropriate than deviate and rated female clients with deviate career goals as more in need of counseling than those with conforming goals.

Vetter, L. Career counseling for women. Counseling Psychologist, 1973, 4(1), 54-67. (ERIC Document Reproduction Service No. EJ 080 796)

Examines vocational development theory and research as it applies to women.

Vetter, L., Stockburger, D. W., & Brose, C. Career guidance materials: Implications for women's career development. Columbus, Ohio: Center for Vocational Education, Ohio State University, 1974. (ERIC Document Reproduction Service No. ED 106 542)

Reveals that sex role stereotyping was found in almost all post-1970 high school level career guidance materials both in content and illustrations.

Vetter, L., Brown, A. J., & Sethney, B. J. Women in the work force: Follow-up study of curriculum materials. Columbus, Ohio: Center for Vocational Education, Ohio State University, 1975.

Describes the follow-up study of a curriculum unit designed to aid secondary school girls in making career plans consistent with their interests and capabilities and with the realities of the world of work.

Wolkon, K. A. Counseling girls and women: A guide for Jewish and other minority women. Washington, D.C.: B'nai Brith, 1640 Rhode Island Ave., N.W., 20036, 1973. (ERIC Document Reproduction Service No. ED 109 551)

Provides an overall picture of the world of work in the 1970's and offers specific information on the needs of minority groups in the counseling setting, particularly Jewish women.

Women on Words and Images. Sex stereotypes in career education materials. Princeton, N.J.: Author, P.O. Box 2163, 08540, 1975.

Documents sexism found in career materials.

D. Career Programs

Each of these resources describes partial or total career education programs for women of various ages.

ABT Publications. Sex fairness in career guidance: A learning kit. Cambridge, Mass.: Author, 55 Wheeler St., 02138, 1975.

Presents self-administered curriculum materials which can be used by counselors and counselor educators to aid in the elimination of sex-role stereotyping and sex bias in career choice.

Birk, J. M., & Tanny, M. F. Career exploration for high school women: A model. Paper presented at the American Personnel and Guidance Association (Atlanta, Georgia, May 1973). (ERIC Document Reproduction Service No. ED 079 662)

Stimulates exploration of career goals with a heightened awareness of the influence of sexism on women's roles; for high school sophomore women.

Blum, L. Department of Mathematics/Computer Science, Mills College, Oakland, Calif. 94613.

Bolles, R. N. What color is your parachute? A practical guide to job-hunters and career-changers. Berkely, Calif.: Ten Speed Press, Box 4310, 94704, 1972.

Present complete guidelines for anyone making a career decision.

Cooley, B. M. for the Federal Women's Program. Career counseling for women in the Federal government. Washington, D.C.: U.S. Government Printing Office, 1975.

Offers a general reference for persons responsible for helping women with their career development.

Emma Willard Task Force. Sexism in education. Minneapolis, Minn.: Author, Box 14229, University Station, 55408, 1973.

Offers a variety of activities for teachers and counselors to help them look at their own attitudes, their instructional materials, and their classroom procedures; also describes role-playing and consciousness-raising techniques.

Feminist Action Alliance. Nontraditional career day program. Atlanta, Ga.: Author, P.O. Box 54717, Civic Center Station, 1975.

Presents a how-to packet for planning a program in nontraditional careers for women.

Gordon, J. B., & Smith, C. K. Career development packets I-IV. Lawrence, Kan.: Emily Taylor Women's Resource and Career Center, 1977. (Mimeo)
I. Choices...a framework for career planning consideration.
II. A woman's place is...an overview of women and work.
III. "Okay world, Here I come!"...an introduciton to job seeking skills.
IV. "Okay employer, I'm ready for you!"...a program on assertive interviewing.

Outlines activities and information needed to conduct a career exploration program for college students.

Hansen, S. L. We are furious (female) but we can shape our own development. Personnel and Guidance Journal, October 1972, 51(2), 87-93.

Discusses elementary, junior, and senior high programs to help girls investigate and clarify their own values, examine preferred life styles and career patterns, strengthen their self-concepts, and gain a sense of control over their own destinies.

Kalunian, P., Cymerman, S., & Lopatich, G. The counselor's workshop: Sex role stereotyping in career awareness. Elementary School Guidance and Counseling, December 1973, 8(2), 135-137. (ERIC Document Reproduction Service No. EJ 090 884)

Describes an approach to rid elementary school students of stereotyped notions about male and female work roles.

Lawrence Hall of Science, University of California, Berkeley, 94720.

Mangum, G. L., Becker, J. W., Coombs, G., & Marshall, P. Career education in the academic classroom. Salt Lake City, Utah: Olympus Publishing Co., 1975.

Describes how career education can be incorporated into usual classroom activities in seven academic areas.

McCoy, V., & Cassell, P. Career exploration workshop for women. Lawrence, Kan.: University of Kansas, Division of Continuing Education, 1974.

Leader's manual; Suggests procedures and remarks appropriate for various parts of the workshop sessions (participant's manual also available).

Pollak, B. Department of Physics, University of Oklahoma, Norman, 73069.

Ries, S., & Smrekar, M. J. Finding out what your're good at: A do-it-yourself career counseling plan. Working Woman, 1976, 1(1).

Presents a guide to identifying skills and learning to apply them.

Schlossberg, N. On the brink: Your own career decision. Journal of the National Association of Women Deans, Administrators, and Counselors, Fall 1976, 40(1), 22-26.

Presents a framework by which people can understand the components of decision making so as to have more control over their own career destinies.

Scott, J. YWCA vocational readiness package. Los Angeles: YWCA, 1974. (ERIC Document Reproduction Service No. ED 098 448)

Describes a week-long program utilizing simulation games and role-playing; employs peer group counseling techniques to dramatize the realities concerning women in marriage and careers today.

Smith, W. S., & Stroup, K. M. Science career exploration for women. Washington, D.C.: National Science Teachers Association, 1742 Connecticut Ave., N.W., 20009, 1977, in press.

Describes activities which classroom teachers and counselors can use to encourage talented women to pursue science careers. Also cites rationale for providing special career exploration activities for women.

Varimbi, S. Department of Chemistry, Rosemont College, Rosemont, Pa., 19010.

Wells, J. A. Counseling women for careers in business. Washington, D.C. Employment Standards Administration, 1973. (ERIC Document Reproduction Service No. EJ 092 798)

Urges that women's relatively poor representation in the top and middle levels of business be given renewed attention and action.

E. Materials

These books, brochures, films, filmstrips, videotapes, and posters can be used directly with students, teachers, and parents to facilitate the career decision process or to develop awareness of sex role stereotyping in career/life planning.

Abarbanel, K., & Siegel, G. M. Woman's work book. New York: Praeger Publishers, 1975.

Tells how to re-enter the job market, how to get a first job, how to fight for personnel rights in the work world and more.

Alpha Kappa Alpha Sorority. Heritage Series (5 vols.). Chicago: Author, 5211 S. Greenwood Ave., 60615, 1968-1972.

Consists of five pamphlets describing successful black women in judiciary, politics, business, medicine, and dentistry.

American College Testing Program. Women in science and technology: Careers for today and tomorrow. Iowa City: Author, 1976.

Shows women in a wide variety of science careers, describes their careers and how they relate to family life, talks about why women have been underrepresented in many of these areas, and lists some steps that can be taken in career planning.

Bell Telephone. A world for women in engineering. Available from local Bell Telephone business office. 1976.

Shows five women of various races in engineering careers and in their private lives. (Movie or videotape)

Brandon, D. Anything you want to be. New York: New Day Films.

Shows the ironies of a high school girl attempting to make career plans. (Film)

Center for Advanced Engineering Study, Massachusetts Institute of Technology. Women's work: Engineering. Cambridge, Mass.: Author, 1975.

Motivates young women to consider engineering; includes home life as well as job activities. (Film)

DeKock, P. Herstory. Lakeside, Calif.: Interact, Box 262, 92040, no date.

Simulates male and female roles emphasizing the American woman's circumstances, past and present. (Game)

Educational Communications, General Electric Company. Career posters. Fairfield, Conn.: Author, 06431, no date.

Provides continually updated series of attractive posters relating a wide variety of careers to current interests of students--many nontraditional careers for both women and men, multi-ethnic. (Posters)

Emma Willard Task Force on Education. Joan and Paul. Minneapolis, Minn.: Author, Box 14229, University Station, 55408, no date.

Provides a teaching guide for a role-playing approach to career counseling, showing what might happen to a woman who decides to combine marriage and an academic career.

Feminists Northwest. Whatever happened to Debbie Kraft? Seattle, Wash.: Author, 5038 Nicklas Place, N.E., 98105, 1975. (ERIC Document Reproduction Service No. ED 128 235)

Describes an awareness game for educators, counselors, students, and parents. (Game)

Figler, H. E. Path: A career workbook for liberal arts students. Cranston, R.I.: Carroll Press, 1975.

Consists of a self-instructional workbook designed to help liberal arts students develop career objectives.

Fun-Da-Mentals. Robot. South Pasadena, Calif.: Author, Box 263, 91030, 1972.

Describes a card game with same rules as Old Maid, but each card shows both a woman and man in the career and you lose when you are left with the Robot card rather than the Old Maid. (Game)

Hansen, S. Career development of women. Minneapolis: Department of Counseling and Student Personnel Psychology, University of Minnesota, 1974.

Consists of a series of half-hour color videotape cassettes to assist in inservice workshops, courses on women, and counselor education. (Videotape cassettes)

Howard, S. Liberating our children, ourselves. Washington, D.C.: American Association of University Women, 2401 Virginia Ave., N.W., 20037, 1975.

Provides resource list and suggestions for developing courses or units on sex role stereotyping.

Instructo Corp. Community careers for the flannel board. Paoli, Pa.: Author, 19301, no date.

Presents 27 people, male and female, dressed to fit hundreds of occupational roles. (Flannel board figures)

Instructo Corp. People at work. Paoli, Pa.: Author, 19301, no date.

Consists of 24 black and white, 8 1/2 x 11-inch photos of people in nontraditional jobs with suggestions for using the photos. (24 Photographs)

Medsger, B. Women at work. New York: Sheed & Ward, 1975.

Shows hundreds of photographs showing women working in all walks of life, with accompanying text.

Milton Bradley. Our helpers play people (#7931). Springfield, Mass.: Author, no date.

Consists of 10 six-inch tall sturdy figurines of male and female mail carriers, nurses, fire fighters, doctors, and business people--multi-ethnic and nonsexist; for preschoolers. (10 Figures)

Mitchell, J. S. I can be anything. Princeton, N. J.: College Entrance Examination Board, Box 2815, 08540, 1975.

Offers a 256-page guide to more than 90 careers.

Moche, D. Women in science. Washington, D.C.: National Science Teachers Association, 1742 Connecticut Ave., N.W., 20009, 1975.

Consists of taped interviews, slides, and script of six women successful in various science careers. (Tapes, slides, script)

Ms. Magazine. Free to be...you and me. New York: McGraw Hill, 1974.

Describes a role-free, delightful approach to breaking down stereotypes through potems, songs, stories and a new kind of fairy tale.

Ms. Magazine. Herstory. New York: Author, 370 Lexington Ave., 10017, no date.

Introduces women's history and economic conditions on a fun game board; two games for intermediate grades to adult. (2 Games)

National Education Association. Labels and reinforcment of sex roles stereotypes and Cinderella is dead. Washington, D.C.: Author, 1201 16th St., N.W., 20036, 1973.

Introduces discussion of sexism in education; includes identification of sexism and possible approaches to work toward resolution. (2 Filmstrips)

Odeon Films. Sugar and spice. New York: Author, 1619 Boradway, 10019, no date.

Gives information to parents about non-sexist preschool and elementary education, including an introduction to career education. (Film)

Resource Center on Sex Roles in Education. Today's changing roles: An approach to non-sexist teaching. Washington, D.C.: National Foundation for the Improvement of Education, 1201 16th St., N.W., 20036, 1974.

Provides outstanding lesson plans for primary through high school levels, with lesson objectives dealing with sex roles and expanding awareness of options.

Resources in career development. South Bend, Ind.: Career Resource Center, 1972.

Contains 500 publications; reports; audio, video, and manipulative materials which focus on career educational resources that supplement more traditional resources normally found in career related libraries.

Scholz, N. T., Prince, J. S., & Miller, G. P. How to decide: A guide for women. New York: College Entrance Examination Board, 1975.

Helps women to meet their changing needs by increasing their decision-making ability and helping them apply the dynamics of decision-making to planning their lives.

Schwartz, F. N., Schifter, M. H., & Gillotti, S. S. How to go to work when your husband is against it, your children aren't old enough, and there's nothing you can do anyhow. New York: Simon and Schuster, 1972.

Gives insights into concerns of the mature or potential re-entry woman along with lots of useful career information for women seeking part-time jobs.

Seed, S. Saturday's child. New York: Bantam Books, 1974.

Thirty-six women discuss their nontraidtional careers. Appropriate for middle school through high school

Taft, R. Career planning for college women. Washington, D.C.: Distaffers Research and Counseling Center, 1974.

Looks at occupational statistics, opportunities, and women's organizations.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational outlook handbook. Washington, D.C.: U.S. Government Printing Office, 1976-77.

Provides a comprehensive description of hundreds of careers.

Verheyden-Hilliard, M., Jordan, C., & McBride, S. T. The project on sex equality in guidance opportunities. Washington, D.C.: American Personnel and Guidance Association, 1972.

Provides annotated list of resources and materials which are displayed at SEGO workshops across the country.

When I grow up I want to be married. Ann Arbor, Michigan: ERIC Counseling and Personnel Services Center, University of Michigan, 1972.

Describes a series of 10 female profiles based on actual facts about women's life expectancy, educational-vocational-family decisions, and participation in the work force.

F. Resources

These eleven organizations can keep counselors current with the latest

developments in counseling and employment of women and with other issues relating to women and education.

Catalyst, 14 E. 60th Street, N.Y., N.Y. 10022.

Emphasizes career information for the mature woman entering or re-entering the paid work force, but has also produced some brochures for college age students.

Educational Development Center, 55 Chapel Street, Newton, Mass. 02160.

Has been awarded the dissemination contract for the Women's Educational Equity Act Program, including career education materials. (Contact EDC for notification of the availability of new materials.)

Feminist Press, Box 334, Old Westbury, N.Y. 11568.

Prints many books for and about women to be used in schools at all age levels. Has many useful bibliographies and other materials for women studies programs.

KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221.

Reprints a great variety of articles about women.

PEER (Project on Equal Education Rights), 1029 Vermont Ave., N.W., Suite 800, Washington, D.C. 20005.

Publishes periodic newsletter about enforcement of Title IX, including the effect of Title IX on the counselor.

Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

Presents much information (single copies free), particulary about the status of women in higher education.

Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036.

Offers periodic newsletter and much good information about women and education, especially K-12.

SEGO (Project on Sex Equality and Guidance Opportunities), 1607 New Hampshire Ave., N.W., Washington, D.C. 20009.

Provides materials related to counseling women students.

Women Today, Today's Publications and News Service, Inc., National Press Building, Washington, D.C. 20045.

Publishes weekly newsletters (by subscription) about current events affecting women.

Women's Action Alliance, 370 Lexington Ave., N.Y., N.Y. 10017.

Has several projects related to the education of women, including excellent work with career education and preschoolers.

Women's Bureau, Employment Standards Administration, Department of Labor, Washington, D.C. 20210 and in ten regional offices.

Produces much free or inexpensive, useful information about the employment of women; has free publications list. (Regional offices are helpful in making contacts with women in nontraditional careers.)